

## **What Works?**

Improving retention by introducing life skills – particularly in the context of employment – during math and writing classes

Provide proxy \$ (incentives) that can be used to purchase donated items

Also have implemented a nominal tuition, which appears to have created feeling of obligation and assists in retention (EE)

Changed orientation process

Previously experiencing drop-outs in first couple weeks

Now orientation is 3 hrs., including a student facilitator

When there is an inquiry they alert individual to next orientation – which helps spell out expectations early on (PL)

Several administered an appraisal during orientation – not full assessment

Provide child care for evening students – appears to assist with persistence (BW)

Managed enrollment – jury's still out on its effect on retention – later Q reports will tell us more

It's much easier on the teachers

Depends upon population how successful managed enrollment may be

## **Engagement**

*How to affect (+,-) # of sign ups?*

Too many or too few

*How to increase # of students attending orientation?*

*How to increase # of students pre-testing?*

Disconnect between inquiry & attending orientation/sign up

- Intake & orientation process that builds learning communities
- Follow-up
- Partner with agencies that can provide referrals – including AE agencies – will soon be part of a network
  - Is there a way (i.e., database) to ascertain what programs have capacity & eliminate waiting lists?
- Disconnect between inquiry and actual attendance at orientation/sign up – Try informational session first to create interest & spell out expectations
- Promote support services (i.e., child care)

## **Retention**

*How to maintain retention/persistence beyond the first 3 weeks?*

*How to reduce # of students leaving before they have 12 hours of instruction?*

*How to increase attendance of ABE students? (= lower than ESOL)*

*How to increase retention/persistence in evening program? (= lower than day)*

- Depends on good recruitment strategies
- Promote support services (i.e., child care, caseworkers, etc.)
- Attendance policies and associated accountability
- Teachers need training and to buy into continuous goal setting, recognition of barriers to learning and community building
- Wait to pre-test (10 hours) to ascertain readiness, potential barriers, build community

## **Advancement**

*How to increase # of students? (Pre-tested? Post-tested?)*

*How to capture advancements made not covered/captured by the post-test?*

*General consensus this would be good.*

- Review post-tests with students to share progress, revisit goals, to encourage continued persistence
- Ensure assessment informs instruction